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ABSTRACT

To encourage vocational evaluation professionals to think about the importance of providing clients with occupational facts and information, rationale and guidelines are presented for incorporating more occupational information into the vocational evaluation process. Following a section defining occupational information and related terms, the need for occupational information is argued on the premise that performance on work oriented evaluation procedures (i.e., work samples, situational assessment, etc.) simply does not provide all the facts and information the client needs to have a good overall picture of the unique characteristics of different jobs such as wages, working conditions, educational requirements, etc. Succeeding sections suggest some ways of using occupational information in vocational evaluation, ways of classifying the information for the most convenient client and professional use, and how to find out and keep up-to-date on what occupational information media exists. Suggested initial materials for purchase for a starter occupational information resource area are listed along with ways to determine what occupational information should be ordered to meet the needs of the particular facility and clientele. (JT)

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OCCUPATIONAL INFORMATION
IN VOCATIONAL EVALUATION

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INTRODUCTION

There has been a growing awareness and concern within the field of vocational evaluation, particularly within the last five years, that a need exists for incorporating more and better occupational facts and information into the vocational evaluation process. This awareness has come about for the following reasons: (a) the current emphasis on the provision of career education and (b) our own field's awareness that performance on work oriented evaluation procedures (i.e., work samples, situational assessments, etc.) simply does not provide all the facts and information the client needs to have a good overall picture of the unique characteristics of different jobs such as working conditions, wages, educational requirements, etc.

The goal of this publication is to encourage vocational evaluation professionals to think about the importance of providing clients with occupational facts and information, and to provide some direction for obtaining and using that information. Specific objectives are to: (1) define the term occupational information and differentiate it from other closely related terms; (2) discuss the importance of using occupational information in the vocational evaluation process; (3) suggest some ways of using occupational information in vocational evaluation; (4) suggest some ways for classifying the information for the most convenient client and professional use; (5) provide information on how to find out and keep up-to-date on what occupational information media exists; (6) list some suggested initial materials for purchase for a starter occupational information resource area, and finally, (7) suggest some ways to determine what occupational information should be ordered to meet the needs of the particular facility and clientele.

DEFINITIONS - OCCUPATIONAL INFORMATION AND RELATED TERMS

It's first of all necessary to define what the term occupational information will mean in this publication. Many different words and word combinations are currently being used to describe the process of finding out what a job is like. It's confusing to say the least. Terms like career education, occupational exploration, occupational information, etc., are used interchangeably, and have different meanings for people from different fields such as education, labor, and vocational rehabilitation.

To list all the definitions this author has come upon wouldn't serve any useful purpose. However, to establish some basis of understanding, here are some definitions to at least help differentiate between the terms or show which ones seem to mean about the same thing.

1. Career education is a relatively new concept which originated in the education field in the mid-1960's. It came about in recognition of a need for increased career-oriented education in the nation's schools so that youth would be better prepared for actual entry level jobs or further job training upon leaving school. It is a lengthy process which ideally begins in the elementary grades and continues through high school and into post-secondary education. It involves direct skill training, job exploration, and use of occupational information.

2. Vocational exploration. Roberts (1970) defines vocational exploration as it relates to the vocational rehabilitation field. He states that

vocational exploration is the process by which the client learns about the world of work as it relates to interest, prior knowledge, etc. It may involve the use of occupational information, field visits to business and industry, or actual job tryouts (page 13).

3. Occupational exploration. Gannaway (1972) states that

occupational exploration is an ongoing process of information gathering and reality testing . . . and may be thought of as groping for a vocational identity or role . . . it continues even after first employment experiences (page 7).

4. Job exploration. The Vocational Evaluation and Work Adjustment Association (VEWAA) Final Report (1975) defines job exploration as

a process whereby an individual is exposed to work experience and occupational information which provides feedback to the individual in order to increase his knowledge of the world of work and feedback to the evaluation team on which to make judgments (page 89).

5. Occupational information. Hoppock (1976), a recognized leader and author in the field of school guidance and counseling, defines occupational information as "any and all kinds of information regarding any position, job, or occupation" and "occupational information and facts about jobs for use in career planning" (page 6).

From the field of vocational evaluation and work adjustment we have the following definition of occupational information,

... any information relevant to paid employment such as definitions, conditions of employment, and requirements, e.g., Department of Labor publications, job banks, commercial media, job exploration systems, publications of occupational, professional and interest groups, and local labor market surveys, etc. (VEWAA Final Report, 1975, page 90).

The Vocational Evaluation and Work Adjustment Association Glossary (Pardue and Potyka, 1978) defines occupational information as

all pertinent facts about a job or job cluster which accurately define the characteristics and requirements of the job, so an individual looking for work will have correct, adequate information for making a vocational decision (page 15).

As can be seen by the above definitions, career education tends to stand by itself as a long-term, structured process unique to the field of education. The terms vocational exploration, occupational exploration, and job exploration tend to be somewhat synonymous in that they suggest that an individual is exposed to a variety of experience and/or material (of which occupational information is one part), assumably over an indefinite time period and probably not as structured or comprehensive as career education. Therefore, the terms vocational exploration, occupational exploration, and job exploration, despite the use of different words, can be viewed as meaning about the same thing.

Occupational information is thus an aspect of career education and also of vocational-occupational-job exploration. What sets career education and vocational-occupational-job exploration apart from occupational information is that the former assumes hands-on, actual experience with the work, whereas occupational information is simply facts and information about a job(s) which is obtained through reading, viewing, or listening. In this paper, we will be concerned with the description and use of the media of occupational information--what it is, where to find it, and its proper relationship with vocational evaluation.

IMPORTANCE OF THE USE OF OCCUPATIONAL INFORMATION

The "problem" with occupational information as it relates to vocational evaluation is simply that it's not being used, at least not to any great extent. That occupational information has a place in the vocational evaluation process is the theme of an article by Gannaway (1972). He describes occupational (and vocational) exploration as a necessary process in which clients should have the opportunity to "gather occupational information" and then to "reality test" (page 7) actual or simulated work in order to aid in their progress toward an appropriate vocational identity or work role. He continues on to say that this process "remains a neglected or at least little recognized facet in the vocational evaluation process." The emphasis in evaluation, according to Gannaway, has been "too heavily weighted toward trait-factor matching" (page 8). What is missing is the opportunity for the client to read about, look at, and listen to occupational information so that additional learning about the actual world of work may take place during the time that the client's abilities, skills, aptitudes, and interests are being evaluated. More recently, the Vocational Evaluation Final Report (1975) recommends the use of occupational information as a resource tool by which clients may evaluate the appropriateness of various jobs (page 60).

According to the most recent definition, vocational (work) evaluation is a process that not only provides the evaluator with information about an individual but, when used properly, can help an individual learn about himself and explore vocational opportunities (Tenth Institute on Rehabilitation Services). This suggests that the evaluation process should not be a one-sided procedure in which the professional evaluates a passive client, but rather is a program in which the client plays a more active role and is given the opportunity to learn and explore through a more comprehensive program which includes occupational information.

Occupational information media should not be limited to client use only-- actually, it's more important for the evaluator to know (or know how to get) occupational facts and information. An occupational information resource area, therefore, should be used by both clients and evaluators. An evaluator should have this resource material available in order to provide relevant information and guidance to the client about jobs, and for use in planning the work related phase of the evaluation process. Also, the evaluator may have to provide information that the client could not obtain from the occupational information media, or the case may be that the evaluator will have to supply all such occupational information to the client in the event that the client is unable or unwilling to use the occupational information resource area. Ideally though, both the client and the evaluator will use the occupational information media with some mutual direction, will discuss the information and thus arrive together at some occupational areas that can be explored in more depth in the "hands-on" actual work phase of the vocational evaluation process. Furthermore, the evaluator's responsibility as an expert in matching job demands to client characteristics and handicapping conditions is to obtain necessary job facts from available resources in order to arrive at a proper vocational prescription.

Vocational evaluation and occupational information provide input to the client in different ways. Vocational evaluation is basically a hands-on experience while occupational information is usually information which is gained through reading, listening, or looking at prepared media such as books, pamphlets, and audio-visual material. Neither vocational evaluation nor occupational information by themselves, however, can provide all the answers which a client needs to make appropriate vocational decisions. While some of the information that a client gains through the vocational evaluation process and the utilization of occupational information is similar (i.e., input about skills, abilities, aptitudes, and interests), there are unique bits of information which can be provided by one and not by the other. For example, a client may read occupational information which describes how a job is performed and, thus, have some idea of what the job is like. However, the client cannot fully understand how the job is done unless he has the opportunity to experience the job through performance. This is the advantage of the hands-on vocational evaluation experience over simply reading a pamphlet about the job. On the other hand, performing the job via a work sample, on-the-job experience, etc., does not give the client other information necessary for vocational decision making (e.g., wages, hours, working conditions, and training).

Hoppock (1976) provides a checklist of occupational questions that are important for a client to learn about in choosing an occupation. Answers to these questions are typical of the kind of information which can be gained primarily through occupational information. Not all of these may be relevant

for each and every job; however, any combination of the following may be important facts which a client may need.

1. Employment Prospects - Are workers in demand and will they continue to be in demand? Is employment expected to increase or decrease?
2. Nature of the Work - What is the work of a typical day, week, month, and year? What does the worker do--the pleasant things and the unpleasant things? What are the responsibilities? Does the worker deal mainly with data, people, or things? What kinds of tools, machines, and materials does the worker use? What are the physical demands? Is travel involved?
3. Work Environment - In what kind of surroundings is the work done--hot, cold, humid, dry, wet, dusty, dirty, noisy? Are there sudden changes in temperature, odors, and hazards? Does one work with others, near others, or alone? If with others, is the relationship one of superiority, inferiority, equality, conflict, or stress?
4. Age - What are the upper and lower age limits for entrance and retirement?
5. Sex - Is the job predominantly for males or for females or are there opportunities for both?
6. Aptitudes - Are there any minimum tested aptitudes required as revealed by test scores such as the General Aptitude Test Battery?
7. Tools, Equipment, and Uniforms - Must these be supplied by the worker and what are the costs?
8. Legal Requirements - Is a license or certificate required? Is citizenship required?
9. Residence - Must the worker be a resident in the town or area where the occupation exists?
10. Union - If it is a union job, what are the requirements for entry and costs for initiation and dues?
11. Training and/or Educational Preparation - How much and what kind of preparation is required to meet legal requirements and employers standards? How long does it take, what does it cost, and what does it include? Where can one get a list of approved training institutions? What kind of previous education is necessary and what subjects must have been taken? Is experience a prerequisite to further training? What provisions, if any, are made for apprenticeship or other training on the job?
12. Entry Methods - How does one get the job - i.e., examination, applying to the employer, joining a union, registration with employment agencies?
13. Advancement - What proportion of the workers advance and after how long and after what additional preparation or experience? What are the related occupations this may lead to?

14. Earnings - What are current average earnings?
15. Type of Employer - Are the workers employed by private industry, by government, or are they self-employed?
16. Other Considerations, Advantages, and Disadvantages - Are hours irregular, long, or short? Is there frequently overtime and night work or Saturday, Sunday, and holiday work? What about vacations, maternity and paternity leaves? What are other fringe benefits? Are the skills required transferable to other occupations? (pages 32-39)

Providing occupational information is especially important for severely disabled clients who may have been denied the opportunity to experience and learn about the work world (Sinnick, 1964). Occupational information can be a primary method for such individuals to gain information about jobs as their lack of opportunity to experience (and thus learn about) work has been limited. Many disabled individuals have been unable to attend regular (or even special) school programs and, thus, have been denied the benefits from whatever occupational information might have been provided through counseling and guidance services, special education, work experience programs, etc. It is altogether possible that the rehabilitation facility could be the first opportunity the client has to experience work and use occupational information.

Another very good reason for providing occupational information is that it may result in economizing evaluation time. For example, a client, after being exposed to occupational information may decide that a particular job isn't appropriate or attractive. In that case, a work evaluation in that job area may not be necessary or advisable, thus saving time for other evaluation activities more in line with the client's interests, aptitudes, skills, and abilities. On the other hand, if the client feels uncertain (or even positive) about a job after receiving occupational information, then the evaluator can design the "hands-on" work evaluation phase to help confirm the appropriateness of the job.

Some evaluation does not have what may be termed "face validity" or the characteristic of being similar enough in appearance to the actual work so that a person can readily recognize what the evaluation is supposed to represent. For example, in the case of an isolated trait work sample, it may not be apparent to the client what different kinds of actual work involves the use of that trait. This situation may result in confusion and frustration for the client, especially for the individual who is not sure why he is being evaluated in the first place.

In this situation, providing occupational information which describes the actual work represented by a work sample may very well help the client to make a connection between the evaluation and actual work.

INCORPORATING OCCUPATIONAL INFORMATION IN THE VOCATIONAL EVALUATION PROCESS

For the reasons cited previously, we can see that occupational information is an important and necessary component of vocational evaluation. It helps the client toward a fuller understanding of jobs and the world of work, all of which is important information for decision making.

The next question is: Where and how does an evaluator effectively incorporate occupational information into the vocational evaluation process?

The answer to that question can be summed up as follows: Incorporate (use) the occupational information wherever an appropriate opportunity exists to present information that will increase the client's understanding of the job or vocational goal. This can come at any time in the evaluation process--at the beginning, during, or at the end. Ideally, such information should be included throughout the evaluation task, not just at the beginning or end. Determining just where this information should be presented lies in examining the entire evaluation process and identifying key opportunity points where occupational facts would be timely and appropriate.

Following is an example of occupational information which has been combined into the administration procedure of an assembly work sample:

The STOUT U-BOLT ASSEMBLY WORK SAMPLE that you will be taking in a few minutes will help you and me to find out several things about you. One of the things that it will tell us is how well you can do on assembly jobs and how well you like this type of work.

Let me tell you a few things about assembly jobs. Many of the things we commonly use are put together in factories by people called "assemblers." These people put together small or large parts to make things such as: television sets, radios, toys and dolls, and household items like mops, brooms, and picture frames. If you were employed in one of these assembly jobs, you would work inside a factory and be close to other people doing jobs like yours. You would probably sit at a bench and use small tools such as screwdrivers, drills, soldering guns, and wrenches to put things together. Often the parts would be brought to you in boxes or on a conveyer belt. In many assembly jobs, you would only complete one part of the finished product. You would pass this along to the next worker so he could finish his part. Your foreman would carefully supervise your work and other people called "inspectors" would check it carefully for mistakes. People don't have to have a lot of education to become assemblers, but they have to be good with their hands, be able to do the same thing over and over again, enjoy working near other people, and to follow directions carefully. Sometimes people who do well in assembly jobs get promoted to more advanced jobs. Some may become foremen or inspectors themselves and others become assemblers who work on very complicated equipment (Botterbusch, 1974, page 5).

This particular bit of information is presented to the client prior to performing the work sample and is designed to inform the client about the variety of items a person with this job might assemble. Also, it brings out the point that education isn't as important as the ability to do repetitive tasks and to be able to work fairly well with the hands.

The above is important occupational information that the client may not perceive simply by performing the assembly work sample. By providing the information, the evaluator has presented the client with a much larger picture

of what may come under the category of assembly type jobs and has provided some insight into the characteristics of the job, i.e., repetitive work. This information may affect the client negatively or positively--at any rate it is one more bit of information for the client to be thinking about for vocational decision making.

Stating occupational information verbally (as in the previous example) to the client is only one method of providing such information. Another method of getting information to the client may be to refer the client to the facility's occupational information resource area for reading, listening to, or viewing occupational information related to the client's goal. However, it is extremely important that the evaluator know beforehand what material is available, which of it is appropriate for use by the particular client and then be able to direct the client toward the specific material. If the evaluator simply tells the client to go to the occupational information resource area and "look around for information on this job," chances are that this will result in confusion and probably nothing worthwhile will be accomplished. While some clients may be able to search and identify appropriate media in the occupational information resource area, it is probably safe to say that the majority cannot. Therefore, it is important that the evaluator provide a good deal of direction at this time.

The best time to build occupational information into the vocational evaluation process is at the time the vocational evaluation procedure is being developed for use, i.e., the work samples, situational assessments, etc. At this time the developer has the opportunity to analyze the evaluation procedure and identify points at which the provision of occupational facts and information are appropriate and timely. The developer then gathers the facts and information from the occupational information media and builds it into the actual administration of the work evaluation procedure. However, this is not to say that adding occupational information to an already existing work sample, situational assessment, etc., cannot be accomplished. As with developing a new work sample, the evaluator should closely analyze the established administration procedure of the assessment and identify the appropriate key points at which to include occupational facts, insights, and information. With such incorporation, the assessment procedure will be maximally effective because the client will not only learn something about the way the job is performed via actual hands-on experience, but may also learn about nonperformance aspects such as working conditions, wage and worker requirements, and qualifications.

In addition to receiving occupational facts and information about a job or a vocational goal, either directly from the evaluator or by having the client use the occupational information resource area, there is another very important aspect of information giving which should not be overlooked. This important aspect is explaining to the client the reason why a particular work sample, psychological test, etc., is being administered. Very often such assessment procedures are given to the client without an explanation of how it ties into the vocational goal or why it is important, vocationally speaking, for the evaluator to have that particular bit of information. What may result is confusion and perhaps frustration on the client's part because of the lack of understanding about the relation between the assessment and the final goal. Therefore, evaluators should explain the rationale for the administration of a particular psychological test or work evaluation procedure to the client, with examples of why the assessment outcome is important to the performance of the

particular job or vocational goal. This should not be a very difficult thing for the evaluator to do if he knows why he is giving the test or work sample in the first place. However, if the evaluator cannot explain the reason for the administration to the client because he is not exactly sure himself why he's administering the assessment procedure, then perhaps it is a good time for the evaluator to closely examine his evaluation planning for the client and attempt to choose and administrate evaluation procedures which are more relevant to the client's vocational goals.

CLASSIFICATION OF OCCUPATIONAL INFORMATION MATERIALS

An occupational information resource area may include hundreds of pieces of written literature (booklets, pamphlets, etc.). With this amount of material on hand, there must be some sort of classification (filing) system in use for the purpose of input (placing new material where it belongs), retrieval (getting the particular information out that's needed), and refiling (getting it back to where it belongs). There are a number of different ways of doing this.

Alphabetic Classification

This is probably the easiest method for classification. As occupational information is received, the developer files it according to the Dictionary of Occupational Titles (DOT) job title, e.g., WASHER I, JANITOR I, etc. Such an alphabetic classification is probably the easiest method for a client to use because it does not involve learning a classification system, such as the DOT Coding System, Office of Education Career Clusters, etc. However, the developer must be aware of several potential problems with an alphabetic classification. First of all, if a file folder has been given the title "janitor," then what about a piece of literature entitled "custodian"? In those cases where a job may have more than one title, the developer must begin a system of cross-referencing, i.e., an index card file containing the titles of all the file folders with a cross-reference index card titled "custodian" which indicates "see janitor folder." Another method would be to place a divider directly in the file cabinet at the alphabetic custodian location entitled "use janitor."

A ready-to-purchase alphabetic system is available which can help to solve some of the problems associated with an alphabetic system. The Bennett Plan (Bennett, 1968) is an alphabetic fields-of-work index for filing occupational information. The titles are adapted from the Dictionary of Occupational Titles but are broader in scope in order to keep related material close together. Labels contained in the set are printed in red to be attached to folders for the fields-of-work under which material is to be filed. Those printed in blue are to be attached to cross-reference cards. Labels for the headings for supplementary information (summer jobs, scholarships) are printed in black.

The Bennett Plan includes an Occupations Filing Plan booklet (\$3.95) which gives directions for setting up the occupational file and lists all of the occupational headings and cross-references. Using this booklet, the developer may then type up the labels from the list provided. However, as mentioned previously, actual labels for the occupations files along with the booklet can be purchased (\$14.95) which will save the trouble of having to do the label typing.

For more information on (or to purchase) the Bennett Plan, write to Interstate Printers and Publishers, Inc., 19-27 N. Jackson St., Danville, Illinois 61832.

Dictionary of Occupational Titles Classification

Using the third or fourth edition of the Dictionary of Occupational Titles (U.S. Department of Labor) code numbers and occupational titles is another very good method for classifying and filing occupational information. In this system, folders are assigned the occupational code number from the DOT and the filing is done numerically (not alphabetically) according to the code. The occupational title is also included on the folder along with the code. A special advantage of this system is that occupational information about similar kinds of work will be in the same area of the file (which would not be true with an alphabetic classification system). For the user's purposes, this is an advantage in that literature about a particular occupational area, such as clerical work, will not be spread out in different spots in the filing cabinet.

A disadvantage of a DOT based filing plan is that despite its ready-made classification system, it's not as easily understood as an alphabetic classification. The user must refer to the DOT which contains an alphabetic arrangement of occupational titles to get the corresponding code number for referencing to the files. However, while this may be a more involved procedure, it is not particularly difficult to learn. Moreover, the professional who uses this system should have no problems as most evaluation and adjustment personnel are familiar with the code format of the DOT.

How to Use the DOT to File New Materials

In Volume I of the DOT (third edition), there is an alphabetic arrangement of occupational titles beginning on page 1. In the new DOT (fourth edition), the alphabetic arrangement begins on page 965. Find the title in this section which the piece of occupational literature is about. The DOT code number will be beside the title. Copy the code number (six or nine digits) on the piece of material. Then copy the code number and the occupational title on the file folder. Place the material in the file folder and then place the file folder in the file cabinet in the numerical code order.

How to Use the DOT to Retrieve Materials

Again use the alphabetic arrangements on the pages noted above. Then the user should jot down the DOT code number and go to the proper section of the numerically arranged file system to see if there is a file folder for this area.

FINDING OUT WHAT OCCUPATIONAL MEDIA EXISTS

Large amounts of occupational information media have been published and continue to be produced. The problem is finding out what is current and available without having to write to dozens of different publishers just to find out if they produce anything in the occupational information area. The best way to find out what is available to start building or updating a collection is to subscribe to or purchase one or more of the indexes, journals, or books that list occupational information. By obtaining these, the occupational information

resource area developer will have a list of products, publishers prices, and in some cases, a review which can be a real help in making a choice as to whether the product meets your needs.

The following are meant primarily for professional use in identifying and obtaining occupational information. One of the most comprehensive of these current indexes is:

1. Counselor's Information Service
B'Nai B'Rith Career and Counseling Service
1640 Rhode Island Avenue
Washington, D.C. 20035

This is a quarterly annotated bibliography of literature on educational and vocational guidance materials. New materials are briefly reviewed. The reader may write directly to the respective publisher to obtain more information on the actual materials. Subscription price is \$11.00 per year. If you subscribed only to the above, you can be fairly confident that you're not going to miss much that has been recently produced in the area of occupational information media.

2. Career Index 1977-1978
Chronicle Guidance Publications, Inc.
Moravia, New York 13118

This very useful document, somewhat similar in format to the previously described Counselor's Information Service, is a reference listing of free or inexpensive vocational and educational guidance materials. The most recent edition lists 740 sources of publications and audiovisuals, many of which are actual occupational information materials. It is produced annually at about the end of the year. Cost is \$10.00 per copy.

3. Career Guidance Index
Careers, Inc.
P.O. Box 135
1211 - 10th Street, S.W.
Largo, Florida 33540

This eight page index is published once a month from September to April. Subscription is \$7.25 per year. A brief description of the literature, along with the address of the publisher, is included.

4. Vocational Guidance Quarterly
American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

This periodical, which contains professional articles in guidance and counseling, also contains a feature called Current Career Literature. All materials in this feature are reviewed by a committee of the National Vocational Guidance Association. Items are grouped according to three rating categories--highly recommended, recommended, or useful (but perhaps limited in scope).

5. Forrester, G., Occupational Literature. H. W. Wilson Co., 950 University Avenue, Bronx, New York 10452.

This single volume includes approximately 4000 separate references to occupational literature, both pamphlets and books. It is handy to use because all the references are under one cover; however, it is published only periodically (last publishing date 1971). While this book is recommended as a worthwhile addition to a professional's index resources, it is still necessary to obtain one or more of the indexes listed previously to keep up-to-date on the most recently produced occupational information media. Price is \$15.00 per copy.

Occupational Information Packages Which Include Classification Systems

Several packages are available on the market which include occupational information with their own classification systems. Purchasing such a package may be a good choice for the professional who does not want or have the time to build an occupational information resource area from scratch.

Chronicle Guidance Occupational Library

This package currently includes over 600 pieces of occupational information. The occupational briefs, which are authored by Chronicle Guidance staff, include the following information about specific jobs: an introduction, work performed, working conditions, hours and earnings, qualifications, employment outlook and entry methods, etc. Also included in the occupational library are reprints from other sources. The filing plan is based on the Dictionary of Occupational Titles.

A set of briefs can be purchased for \$120.00. Manila folders, occupational briefs, and reprints are \$275.00 (with hanging folders \$360.00). For \$525.00, the above material can be purchased along with a two drawer steel file cabinet.

Several services are available from the company to update and add to the Occupational Library. A one year subscription to the Occupational Brief Service (\$40.00) provides briefs in new and emerging occupations and replaces dated briefs. The 3-in-1 Services (\$65.00 annual) provides briefs, reprints, the annual annotated index to occupational and education information, posters, professional articles, and reviews of new books in the careers field.

For more information on the above, and for other products and services available, write to: Chronicle Guidance Publications, Inc., Moravia, New York 13118.

Science Research Associates Career Information Kit

This system, which also includes its own occupational literature, uses a numerical classification system--this system is not related to the DOT codes. The literature is first divided into the six following occupational fields which include: (a) professional, technical, and managerial occupations, (b) clerical and related occupations, (c) sales and related occupations, (d) service occupations, (e) agriculture, fishing, forestry, and related occupations, and (f) skilled trades and related repair and production occupations. These are further subdivided into 66 occupational area folders, and then 132 folders on specific job titles. An alphabetical job title index is included

which refers the user to the proper numerical code for either filing or retrieving purposes.

Currently, the entire system, which includes over 500 occupational briefs and other related materials, a cardboard filing box, and filing folders, lists at \$517.24 (\$826.67 if a metal file is purchased).

A subscription service is available for an annual fee of \$55.50 in which new and revised booklets (about 80 per year) are supplied to the subscriber to help in keeping the system current and up-to-date.

A document entitled Your Career Information Kit and How to Use It is available which explains the system, categorical classifications, and provides job title index (referred to earlier). This document (cost \$2.00) could be used to set up an occupational information system without purchasing the other occupational briefs, filing cabinet, etc., included in the previously described package. The developer could then collect or order out occupational literature from whatever source and build the system in that manner. SRA occupational briefs can be purchased separately, not only as part of the whole system.

A variety of other products and services relating to occupational information and career guidance are available from the company which may be useful in a rehabilitation setting.

For more information, write to Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

Careers, Inc. Exploratory Kit

The Career Exploratory Kit contains briefs, summaries, and job guides (over 550) researched and published by Careers, Inc. and is organized alphabetically. Each kit is provided with a cross-reference booklet which refers users to exact titles of kit items as well as to related occupations, the Dictionary of Occupational Titles classification, and cluster categories of the U.S. Department of Education. The kit measures 6"x9"x9" and weighs less than ten pounds. Cost is \$116.00 plus shipping.

A subscription to the Exploratory Service (eight monthly packets of new and revised briefs, summaries, and job guides issued September through April) is included with the initial purchase of the kit to keep it up-to-date.

As with the other producers of the packages described previously, other products and services related to occupations and careers are available from the company. For more information write to Careers, Inc., P.O. Box 135, Largo, Florida 33540.

SUGGESTED INITIAL MATERIALS FOR PURCHASE FOR A STARTER OCCUPATIONAL INFORMATION RESEARCH AREA

In the event of not purchasing a ready-made occupational information package outright (several described in the previous section), the following are some basic materials you'll probably need.

1. One four or five drawer filing cabinet (approximately \$60.00) for occupational information folders. It is preferable to obtain two 2 drawer cabinets so that wheelchair clients could reach and use both drawers.
2. 250 tabbed manila file folders (\$12.50) for storing occupational information.
3. One bookcase (\$20.00) for storing AV material, large books, etc. which cannot be filed in manila folders.
4. U.S. Department of Labor, Dictionary of Occupational Titles (1977). Available from: Superintendent of Public Documents, U.S. Government Printing Office, Washington, D.C. 20402. Cost: \$12.00

The Dictionary of Occupational Titles (DOT) is a comprehensive source of information describing more than 20,000 occupations currently existing in the American economy. Many of these occupations are known by approximately 14,000 additional titles, making a total of over 35,000 defined job titles. The job titles found in the Dictionary of Occupational Titles are standardized as are the definitions of what each job involves. Therefore, the Dictionary of Occupational Titles is able to provide a unique and invaluable source of occupational information.

The DOT is a vital source of occupational information because: (a) information about how jobs are performed is presented in the job descriptions and (b) worker demands and environmental conditions for the various jobs are also included.

A word of caution about the Dictionary of Occupational Titles--it takes a lot of study to learn how to use this document effectively. It's primarily designed for professional use. It would not be appropriate for use by most clients in a rehabilitation facility. However, the occupational information in the DOT can be used by the evaluator for vocational planning and for feedback to the client about what various jobs are like and their demands.

5. U.S. Department of Labor, Occupational Outlook Handbook 1978-79 Edition. Available from: Superintendent of Public Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price: \$11.00

This handbook was designed specifically for career guidance purposes. More than 850 occupations are described in the handbook, and are occupations which young people are most interested in learning about. Although a great many more than 850 occupations exist in the United States, the handbook accounts for about 95% of all sales workers, about 90% of professional, craft, and service workers, 80% of clerical workers, 50% of operatives, and smaller percentages of managerial workers, laborers, and those in farming occupations.

Each of the occupational briefs follows a standard format including nature of the work; training, other qualifications, and advancement; employment outlook, earnings, and working conditions.

The OOH also includes sections on how to use the handbook, information on how employment projections are made, where tomorrow's jobs will be and an index of job titles by DOT codes so that the user may quickly identify job write-ups

in the book. Handbook reprints, which could be ordered from the Superintendent of Public Documents and filed separately according to specific jobs in an occupational information file, are also listed with their purchase prices.

This is a "must" book for any occupational information resource area. Its information is valuable not only for the client but for the evaluator when it's often important to get a quick overview of a job being considered for a client. It does require about a junior high school reading level. However, the information is brief and could be read or paraphrased by an evaluator to a client about an occupation.

6. Annual subscription to one of the occupational information indexes referred to in the Occupational Media Indexes section, average \$10.00 per year.
7. Eisen, I., and Goodman, L., A "starter" file of free occupational literature. B'Nai B'Rith Career and Counseling Services, 1975.

This extremely valuable document lists free-upon-request occupational literature for 117 different careers. All the free literature which is listed has been reviewed by the authors according to a number of different criteria including: accuracy, content, style, format, and date of publication. DOT code, pamphlet title, publication date, and the address of publishing organizations are also listed.

This is a key publication to obtain for the developer who does not have adequate funding to buy material for an occupational resource area. Because the literature has been reviewed, it can be assumed that the content is adequately valid, reflecting the true nature of the jobs represented. Order from B'Nai B'Rith Career and Counseling Services, 1640 Rhode Island Ave., N.W., Washington, D.C. 20036. Cost: \$2.00

8. Occupational literature from a variety of sources described in the Occupational Media Indexes section. This choice should be based, at least in part, on the criteria in the following section entitled "Deciding What's Needed for Your Occupational Information Resource Area." (Approximately \$100.00)

Total cost of items 1 through 8: approximately \$225.00. The above cost can be reduced further with the purchase of second-hand file cabinets, bookcases, and searching through the occupational media indexes for free or very low cost occupational literature. (See especially the "starter file" listed in #7 above.)

Two other items which might also be purchased if funds allow are:

1. 50 - large file folders or hanging type folders in which to put the manila folders - this will help to keep the information upright in the files and reduce wear. \$15.00
2. Forrester, G., Occupational Literature: An Annotated Bibliography. Bronx, New York: H. W. Wilson, 1971. (Address: 950 University Avenue, Bronx, New York 10452.) This book is recommended because it lists a large quantity of the less current occupational literature, some of which a developer may need but which may not be listed in the more current occupational media indexes. \$15.00

DECIDING WHAT'S NEEDED FOR YOUR OCCUPATIONAL INFORMATION RESOURCE AREA

With the large amount of occupational information on the market, the question arises: What should I look for and what should I order for my facility's occupational information resource area? The answer to this problem comes, in part, by thinking in terms of the following criteria:

1. What types of clients does my facility usually serve? In the case of the facility whose clientele is primarily mentally retarded, media should be chosen which has a lower reading level or perhaps which was designed by the producer for use in elementary grades. Many of the indexes described previously provide some kind of indication as to the level for which the media was intended. For clients whose reading levels are approximately sixth grade and above, the developer can choose more advanced materials which would be appropriate for their use.
2. What kinds of jobs exist in the areas which clients are referred from? The clientele of a facility tends to come from about the same geographical area. By determining the kinds of work available in their home areas, the developer then can obtain occupational information which relates to the types of work to which clients may likely be returning.
3. What occupational areas or jobs does your evaluation program evaluate for? All areas of work which are being evaluated for should have occupational information on hand which relates to that area. (This, in turn, relates back to #2--your evaluation program should relate, at least in part, to the types of work available in the geographical areas from which your clients are referred.)

The above points are not intended to mean that your choice of occupational information should be limited only to these three aspects. The point to be made is that within a rehabilitation facility occupational information collection choice should be made, based in part, on these three points. Other occupational information not necessarily related to the above, can also be included. In fact, the client should not be limited to occupational information based on these three points, rather, he should have the opportunity to read, look at, or listen to information about any other areas of interest. A word of caution, however. A very large collection of information does not necessarily mean that it is a quality collection. An occupational information resource can have too much information which may cause it to be unwieldy and inconvenient to use. Therefore, the developer of the occupational information material should obtain only that amount of information for which there is time to organize, review, and classify the material.

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